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ABSTRACT

This program, in its final year of a two-year funding cycle, offered bilingual instruction and supportive services with a career orientation focus to 250 Hispanic students in grades 9-12. The major program goal was to expedite the acquisition of the English language skills necessary for full mainstreaming within an average period of three years. Mainstreaming was accomplished by placing students in content area courses in their native languages and some English as a Second Language (ESL) classes during the first two years, and then increasing their exposure to English instruction in order to achieve full integration in all-English content area courses by their senior year. Program activities for students, in addition to instructional services, included adaptation of curriculum materials, preparation of a lesson planning guide to include "career infusion" in the teaching of subject areas, academic and personal guidance, home visits and outreach, and outside referrals. Staff development and parent involvement activities also were provided. Quantitative analysis of student achievement indicated that program students (1) made gains in English and Spanish language development; (2) passed content level courses at rates varying from 64 to 96 percent (with the highest passing rates for business/vocational classes); and (3) had higher attendance rates than the general school population. Recommendations focus on increasing Hispanic students' exposure to English, formulating a more explicit school language policy, curriculum and staff development, integrating career activities with curricular areas such as ESL, and formalizing the status of the project director. (GC)

GEORGE WASHINGTON HIGH SCHOOL

BILINGUAL ACADEMIC AND CAREER

ORIENTATION PROGRAM

1982-1983

OEE Evaluation Report

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O.E.E. Evaluation Report

March, 1984

Grant Number: G00-810-4603

GEORGE WASHINGTON HIGH SCHOOL

BILINGUAL ACADEMIC AND CAREER

ORIENTATION PROGRAM

1982-1983

Principal:
Mr. Samuel Kostman

Director:
Mr. Jose Fraga

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A SUMMARY OF THE EVALUATION
FOR THE BILINGUAL ACADEMIC AND CAREER
ORIENTATION PROGRAM
GEORGE WASHINGTON HIGH SCHOOL
1982-1983

This program, in its final year of a two-year funding cycle, offered bilingual instruction and supportive services with a career orientation focus to 250 Hispanic limited English proficient students in grades nine through twelve. Program students were all Hispanic and spoke Spanish at home. A vast majority of the students were born outside the United States: approximately 78 percent were born in the Dominican Republic. The students varied in proficiency in English, ability in their native language, and overall academic preparedness.

The major program goal was to expedite the acquisition of the English-language skills necessary for full mainstreaming within an average period of three years. A gradual transition into the mainstream was accomplished by placing students in content-area courses in their native language and some E.S.L. classes during the first two years. In the third year, students attended subject-area courses taught with an E.S.L. approach geared to their level of English proficiency and by the fourth year, were expected to function effectively in all-English classes in the subject areas.

Title VII funds supported administrative and support services staff. The instructional component was supported primarily by Chapter I, with additional funding from Chapter 720, P.S.E.N., Module 5B, and tax-levy. Curriculum materials adapted from the city school system curricula were used in addition to commercially-developed curricula and materials. A lesson-planning guide to include "career infusion" in the teaching of subject areas was prepared. Supportive services to program students consisted of academic and personal guidance, home visits, telephone contacts, and outside referrals. Staff development activities included an initial orientation meeting, regularly scheduled department and faculty meetings, and training sessions on career awareness. Parents of program students participated in a parent-student advisory committee, a variety of school-wide and program activities, and meetings with the school principal.

Students were assessed in English-language development Criterion Referenced English Syntax Test; growth in the mastery of Spanish (Inter-american Series, Prueba de Lectura); social studies, science, and mathematics (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Program students mastered an average of 1.33 CREST objectives in the fall and 1.45 CREST objectives in the spring.

--Ninth-, tenth-, and eleventh-grade students made statistically significant gains on La Prueba de Lectura.

--Overall passing rates in mathematics courses were 75 percent in the fall and 76 percent in the spring.

--Overall passing rates in other content areas ranged from 64 percent in fall social studies courses to 96 percent in spring business/vocational classes.

--The attendance rate of program students was significantly higher than the attendance of the general school population.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Designing extracurricular activities to increase students' opportunities to speak English only and to interact with English-speaking students and adults;

--Establishing tutorial programs which might include English-speaking college students interested in learning Spanish as they work with high school students;

--Forming a language policy committee composed of bilingual, E.S.L., and native language faculty members to explore formulating an explicit policy to guide the use of English and Spanish in the subject areas, the enhancement of academic development through E.S.L. instruction, and the coordination of native and second language instruction;

--Providing a curriculum differentiated by students' language skills and potential for dropping out of school;

--Planning a comprehensive teacher training program corresponding to the specialized needs of program students, i.e. Spanish literacy for the high school age Spanish-speaker;

--Integrating career infusion activities with other curricular areas, such as E.S.L.;

--Assigning official status to the project director to supervise program teachers.

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The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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GEORGE WASHINGTON HIGH SCHOOL
BILINGUAL ACADEMIC AND CAREER ORIENTATION PROGRAM

Location:	549 Audubon Avenue New York, New York 10040
Year of Operation:	1982-83, second and final year of funding
Target Language:	Spanish
Number of Participants:	Approximately 250 students in grades nine to twelve
Principal:	Mr. Samuel Kostman
Project Director:	Mr. Jose Fraga

INTRODUCTION

The Bilingual Academic and Career Orientation Program (BACOP) was funded for fiscal year 1982-83 as a continuation grant under the provisions of the Elementary and Secondary Education Act (E.S.E.A.) Title VII and Chapter 268 of the New York State laws. This funding period completes the second and final year of Title VII funding. BACOP is a basic bilingual secondary education program with two major concentrations: career orientation and drop-out prevention. Operating within George Washington High School's foreign language department and as part of the overall bilingual program, it offered bilingual instructional and supportive services to approximately 250 Hispanic limited English proficient (LEP) students, grades nine through twelve. In addition, BACOP participants received tax-levy bilingual services with other Spanish-dominant bilingual students -- those eligible for bilingual services on the basis of scores on the Language Assessment Battery (LAB) and

parental consent. For the purposes of this report, "program students" will refer to the 250 students selected for the BACOP program, those not previously served by Title VII.

The project's professional staff engaged in staff development activities primarily by attending program-sponsored workshops; the paraprofessional staff attended college or university courses for further professional development. Parents were involved in the program by means of a parents' advisory council, adult education classes, socio-cultural activities, and direct contact with the program's family assistant and other staff. New York City Public Schools', commercially- and project-developed curricula were adopted for instruction in English and Spanish. Particular attention was focused on career infusion into the general curriculum during 1982-83.

The purposes of this report are: to describe the project's context, components, participants, and activities; to report student achievement and attendance data; to analyze and interpret program and student data; and to make recommendations for improving future programs to serve similar populations.

I. CONTEXT

COMMUNITY SETTING

George Washington High School is located on Manhattan's upper west side, some twenty blocks north of the George Washington Bridge, in the midst of apartment houses and small businesses. Two residential projects, the Dyckman and George Washington Houses, are in the area. Family-owned shops, discount stores, fast-food restaurants, supermarkets, and banks serve the community.

The area's population is approximately 75 percent Hispanic; immigrants from the Dominican Republic predominate. Twenty-three percent are black American. The remaining two percent, designated "other," include a number of Haitians. Spanish is the language used throughout the community by Hispanics for most purposes. Despite ethnolinguistic differences, no major problems resulted from ethnic/racial conflict in recent years.

The area is decidedly poor: many families qualify for public assistance; many live in sub-standard housing. A large number of the neighborhood's students are eligible for free school lunches, and many work part-time to help support their households. The population is highly mobile. Newly-arrived immigrants move into the area as their more settled neighbors move out to seek better living conditions. The area is said to be unsafe as robberies, muggings, and other crimes, particularly those related to drugs, are on the rise. During the 1981-82 school year program students were assaulted and robbed during school entry hours, but due to additional police security in the area between the school and subway stations,

incidents of this nature were not reported in 1982-83. Unemployment and the high incidence of teenage pregnancies are factors which affect the community, but crime and drug traffic seem to affect students' attendance and drop-out rates most directly.

The community and surrounding neighborhoods have a number of educational resources, including several colleges and universities -- Boricua and City Colleges, Yeshiva and Columbia Universities, and the Manhattan Conservatory of Music. It also has libraries, museums, hospitals, parks, and recreational facilities. The Washington Heights Chamber of Commerce, banks, the Police Athletic League, and local merchants offer some employment opportunities. Transportation is easily available, and buses and subways stop near the school. Many students walk to and from school, however, since the cost of transportation has increased in the city.

SCHOOL SETTING

The school is an academic comprehensive high school housed in a five-story building constructed in 1925 with a capacity for 3,000 students. Its ornate style and winding central staircase give the building a stately appearance. The school and its facilities -- which include an all-weather track, an astroturf field, and tennis and handball courts -- were modernized in 1965 and have been well maintained. The school's location, its sports facilities, its provisions for summer jobs, and the progress it has made in security are considered salient features which affect the program favorably.

George Washington is a Title I-eligible high school. Of the school's total register of 3,178 students, the average daily register was 2,931. The school attendance rate averaged 75 percent of the daily register. Of the total register, 66 percent were eligible for free lunch, and 1,699 families were receiving public assistance for families with dependent children. It is estimated that 55 percent of students are reading two or more years below grade level. Table 1 presents the ethnic/racial distribution of the school population. The majority (72 percent) is Hispanic, followed by 25 percent black.

Most of the students speak Spanish at home. During site visits, an evaluator heard mostly Spanish used by Hispanic students in the school and in the school surroundings. Their language use was similar to that observed in the immediate community around the school: many adults gathered in front of apartment buildings and stores speaking in Spanish and/or listening to Spanish radio broadcasts.

The bilingual program, the largest in the school, occupies a cramped office on the fourth floor. During 1981-82 and 1982-83, the BACOP project was additionally allocated the office space of the department of foreign languages. This was due to the temporary absence of the department chairperson, and the bilingual project director's assignment as acting chairperson. Additional space recommendations were made in past bilingual program evaluations, and the project director requested more space during the program's first year of operation. Bilingual classes are dispersed throughout the building according to areas designated to each subject department. There is a resource center in a large classroom which program students and teachers use as a library,

TABLE 1

Ethnic/Racial Composition of Students in the School[a]

Ethnicity/Race	Number	Percent
Black[b]	749	25.0
American Indian	--	--
Asian	16	0.5
Hispanic	2,292	72.1
White	76	2.4
Total	3,176	100.0

[a]Source. Pupil Ethnic Composition Report, October, 1982, Office of Student Information Services, Board of Education of the City of New York.

[b]Haitians are included in this category.

- The school population is composed primarily of Hispanic (72 percent) and black (25 percent) students.
- Small proportions of the population are white and Asian.

equipped with dictionaries, encyclopedias, other reference materials, and varied types of publications in English and Spanish. The resource specialist and a teacher aide are available in this room for tutorial assistance to students.

II. PARTICIPANTS

STUDENT CHARACTERISTICS

Program students live within two miles of the school in the community described above. Table 2 presents the program students, for whom information was reported, by sex and grade and Table 3 presents the same students by age and grade.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	22	61.1	14	38.9	36	15.7
10	39	40.6	57	59.4	96	41.9
11	50	56.2	39	43.8	89	38.9
12	3	37.5	5	62.5	8	3.5
TOTAL	114	49.8[a]	115	50.2[a]	229	100.0

[a]Percent of all students.

- Overall, the program students are evenly distributed by sex.
- Most program students are in the tenth and eleventh grades.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	2	0	0	0	2
15	6	2	0	0	8
16	8	21	8	0	37
17	10	27	11	2	50
18	7	18	25	0	50
19	4	19	28	3	54
20	0	7	15	2	24
21	0	1	2	1	4
TOTAL	37	95	89	8	229
Overage Students					
Number	29	72	70	6	177
Percent	78	76	79	75	77

Note. Shaded boxes indicate expected age range for grade.

- Seventy-seven percent of the program students are overage for their grade.
- Most overage students are in the eleventh grade.

Program students are all Hispanic and speak Spanish at home. The overwhelming majority were born outside the continental United States: approximately 78 percent were born in the Dominican Republic. Of these, approximately half are from rural areas and had little, if any, access to formal schooling. Recent immigrants from rural areas reportedly maintain close family ties, and are more likely than students who have lived in the United States for extended periods of time to live with both parents. The ethnic composition of the program reflects the proportions in the community, where Dominicans are an overwhelming majority and the South American population is increasing. Table 4 presents the number and percent of program students by country of birth.

According to staff reports, students need additional counseling to help them set realistic academic, vocational, and professional goals, understand how to achieve them, and adapt to the complexity and diversity of the city. They must learn to be able to move from very personal relationships to the more impersonal independent style of a school or work setting.

A member of the evaluation team interviewed a group of students enrolled in a native language studies class (low literacy in the native language). These students seemed much more complacent than a group of students of varied levels of ability interviewed the previous year. They appeared to be relatively unaware of being overage for their grade, of their severe limitations in English proficiency, and of the great extent of academic and linguistic progress that would be needed to meet requirements for functioning in the mainstream and for graduation. On the

TABLE 4

Number and Percent of Program Students by Country of Birth
Native Language: Spanish

Country of Birth	Number	Percent
Dominican Republic	180	78
Puerto Rico	6	3
Cuba	5	2
Honduras	3	1
Guatemala	1	less than one
Costa Rica	6	3
Nicaragua	1	less than one
Panama	1	less than one
Colombia	2	1
Ecuador	16	7
Haiti	1	less than one
Central and South America (country not specified)	2	1
U.S.	4	2
Other European	2	1
TOTAL	232	100

- Seventy-eight percent of the program students were born in the Dominican Republic.
- Only four students were born in the United States.

other hand, a partially mainstreamed student expressed her needs and identified her characteristics clearly. She stated that although she performed well academically in her native country, she had to spend much time and effort in schoolwork in English (including working several hours at home in the evenings) to achieve at a below-average to average level in the mainstream class. Her teacher stated that the major factors

contributing to the success of academically well-prepared students in the native language are motivation, level of effort, and personality type. Those who succeed are generally highly motivated, devote much effort to schoolwork, and tend to have outgoing personalities. The teacher stated that "most are not able to express in English what they know. The teachers must interpret on the basis of their knowledge of the students. Bright students will show progress as the semester progresses."

In general, students' motivation to learn seems high. They were observed to participate frequently in classes by asking and commenting. They form closely-knit groups and take part in activities in and outside school. They have strong patriotic feelings toward their native countries, and tend to view personal achievement as a reflection of national achievement. Many travel to their native countries periodically. Language seems to be a strong factor promoting social cohesion. English is used only in the classroom when used as the medium of instruction, or with monolingual English-speaking teachers or peers.

In their native language, program students range from functionally illiterate, to one to two years below grade level, to a twelfth-grade level capable of performing in Spanish literature courses. Students' proficiency in English ranges from little or no English ability, through an intermediate level of E.S.L. (approximately 61 percent), to enough fluency for partial mainstreaming (20 percent). The range of skills is further broadened by a possible gap between oral skills and literacy. Table 5 presents the time spent by students in the bilingual program.

TABLE 5

Time Spent in the Bilingual Program (As of June 1983)[a]

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
1 Academic Year	20	23	39	0	82
2 Academic Years	10	34	7	0	51
3 Academic Years[b]	6	34	40	5	85
4 Academic Years[b]	0	3	2	3	8
Total	36	94	88	8	226

[a]Rounded to nearest year.

[b]Reflects participation in previous bilingual program.

- Twenty-three percent of the students had been in the program for two years.
- Thirty-six percent of the students had completed one year in the program.

STAFF CHARACTERISTICS

Appendix A summarizes the education, certification, and experience of the professional and paraprofessional staffs. The Title VII program staff includes the director, one teacher assistant, and a bilingual secretary. All instructional staff, except one teacher who also serves as grade advisor, are assigned to their functions 100 percent of their time. All are bilingual in English and Spanish and all, except one professional, are Hispanic.

All professional staff, except two teachers, hold a master's degree, are certified by the city and/or state in an area of education, and have extensive experience in bilingual and/or monolingual education. All paraprofessional staff hold at least a high school diploma; two hold associate's degrees and one a bachelor's degree. All are experienced in education, except the program secretary who has experience in bilingual secretarial services.

Two subject-area and three E.S.L. teachers were teaching out of their area of specialization: both the mathematics and science teachers were educated and licensed for Spanish high school education; two of the E.S.L. teachers were licensed in English and one in social studies education in high school.

III. PROGRAM DESCRIPTION

PHILOSOPHY

The project has an articulated philosophy of bilingual education: to expedite the acquisition of English through native- and second-language instruction. The aim is to assist students in making adjustments to all-English instruction and completing graduation requirements. Students who have least proficiency in English receive more instruction in their native language. In general, it is expected that during the first two years of program participation, students will receive content-area instruction primarily in the native language, while taking E.S.L. classes. During the third year, they are expected to function in content-area classes taught using some English, considering their level of ability in English. During their fourth year they are expected to function effectively in all-English classes in the subject areas. Practice, in fact, varies not only according to individual student ability but also to teachers' instructional approaches to subject matter and language development.

The transitional philosophy is agreed upon by school administration and faculty; however, there are differences of opinion as to how best to teach bilingual students and how to achieve transition. The program's E.S.L. staff holds that bilingually-taught courses should use more E.S.L. methodology. The native-language teaching staff feels that more content-area work should be incorporated in E.S.L. classes to make English-language learning meaningful while reinforcing knowledge of content areas. Both the principal and project director advocate a transitional

approach which does not make hasty student transfers into all-English classes. Both agree that bilingual education is necessary for this population. Students who lack cognitive development and literacy in their native language particularly need the program's services to facilitate acquisition of English-language skills.

In addition to the bilingual instruction approach, the program also attempts to provide students with a knowledge and understanding of employment possibilities through career infusion in the curriculum. The aim is to discourage potential drop out by developing an understanding of a variety of careers, skills which they require, and means to pursue them. This career orientation is assumed to be more successful in preventing the drop out of overage students, low achievers, and students who feel that there is little future benefit to continued education.

HISTORY

Bilingual content-area courses have been offered at George Washington since 1970. Prior to that, the school had an E.S.L. department. Due to organizational restructuring, E.S.L. was placed under the supervision of the mathematics chairperson, and later, in 1979, under the communications chairperson. The former E.S.L. chairperson has become resource specialist to the bilingual program, and spends most of his time teaching E.S.L. The structural changes through which the E.S.L. program has evolved are not viewed favorably by some staff members; however, as the principal has stated, "regardless of differences in opinion, it works."

In 1978, the administration appointed a committee to study and recommend a coordinated bilingual education program which would collaborate with all school departments. The resulting program was funded by Title VII from 1979 to 1981. In 1981, the Title VII BACOP program was funded for students who had not previously been served by this source. The 1982-83 school year was its second and final year of operation. However, the program benefitted from the existing tax-levy bilingual services as well as from the school's history of bilingual education. The Title VII program, in turn, contributed greatly to the overall services of the school's larger bilingual program.

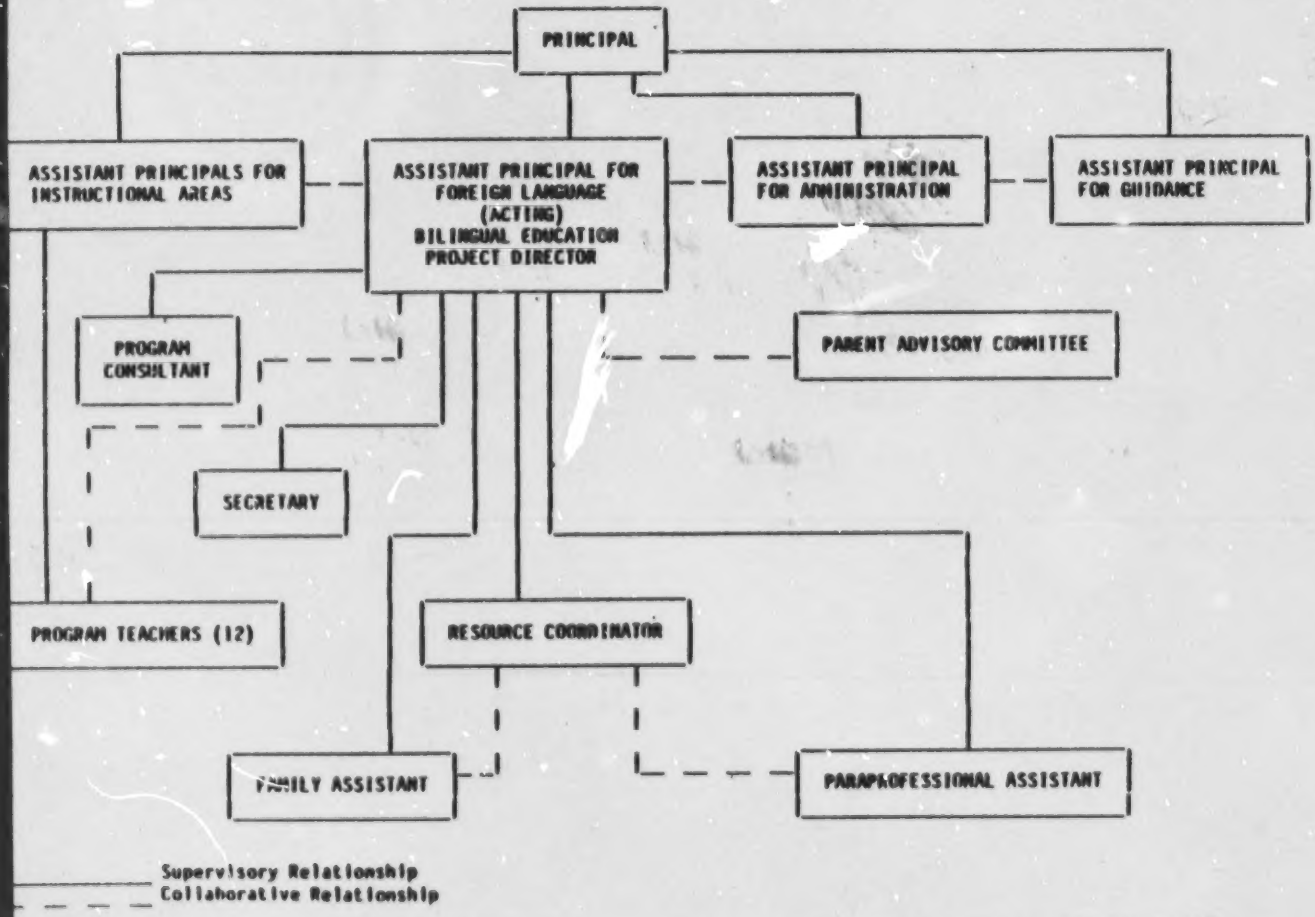
PROGRAM ORGANIZATION

Project BACOP, as part of the larger bilingual program, functions under the foreign languages department. Its director, who is acting assistant principal (A.P.), reports to the principal and works with other department heads. The project director has day-to-day responsibility for program administration, supervision of program staff, curricular, and fiscal matters. (Figure 1 illustrates the program organization.)

During 1982-83, the director, working jointly with the A.P. for administration, was able to allocate three additional tax-levy funded paraprofessional positions to the program. In guiding the program's direction he took two major initiatives: to integrate, more than in the past, career infusion with subject-area curriculum; and to promote the integration of E.S.L. and bilingual instructional approaches to achieve more simultaneous development of the two languages and subject

Figure 1

Bilingual Program Organization within George Washington High School



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matter. Both of these initiatives were supported by the school principal. Observations and interviews made it apparent that the school administration assigned the director full responsibility for program implementation, expressed confidence in his professional judgment, and offered him support in implementing program policy. The director has no responsibility for supervision of content-area instruction, but takes part in the principal's cabinet meetings with assistant principals for content areas, guidance, and administration.

While the temporary assignment of the project director as acting assistant principal may have had favorable results because it centralized the decision-making functions to a greater extent, there are additional considerations that might be made. First, the director is limited in his power to make official decisions because he is not an assistant principal. Official status (as A.P.) would broaden the realms of decision-making and likely improve staff receptivity to decisions and policy. This is particularly important in coordinating services between E.S.L. and bilingual subject-area staff. Second, complete responsibility for the program might detach the rest of the school administration from project affairs, leading to the segregation of the organizational unit. A balanced condition between separation and integration would have to be sought if this centralization were to become permanent. Third, to delegate most responsibility to the director whose position is supported by federal funding might result in a situation in which the services offered, to remain as a cohesive program, might depend upon the director's presence. If federal funding expired and the director's position could not be supported by the school budget, the program might be discontinued.

The project director considers the Title VII program's organization to be an important contribution to the school by increasing its capacity to serve LEP and bilingual students. In line with program objectives, an arrangement has been created that facilitates the interrelationship of school administration, program administration, faculty, staff, students, and parents. The organizational structure and the responsibilities assigned to the director allow him to provide leadership in the instructional and non-instructional program components and to create a feeling of belonging (within the larger school context) for both students and faculty.

PROGRAM GOALS AND OBJECTIVES

Program goals, as stated in the proposal, may be summarized as follows:

1) to provide a viable bilingual instructional program to a traditionally by-passed student population in order to meet their academic, high school certification, and future employment needs;

2) to develop a cadre of trained instructional and support services staff in the areas of school drop-out prevention, career education, and individualized instruction of LEP students;

3) to promote positive attitudes among students toward themselves, school, and education; among staff toward students and bilingual education; among parents toward their children, school, and education;

4) to promote the replication of a bilingual high school program model which will serve as a resource to the school and to other high schools; and

5) to strengthen the school's capacity to sustain the program.

Specifically, the proposed program lists the following objectives

for evaluation during the 1982-83 period:

1) to increase the proportion of students passing the high school equivalency examination to 65 percent of all students enrolled in the high school equivalency preparation class;

2) to increase the proportion of program students ready for transition into either the tax-levy bilingual or monolingual programs to 50 percent;

3) to improve achievement in English proficiency of students who participate in high school equivalency preparation classes for one full year as indicated by an increase of statistical significance (α=.05) as measured by the New York City Reading Test (P.S.E.N.);

4) to increase the proportion of students passing the mathematics criterion-referenced tests to 65 percent of all students enrolled in mathematics classes;

5) to improve achievement in English proficiency of at least 65 percent of the students enrolled in E.S.L. classes as indicated by the mastery of at least one objective per month of treatment on the Criterion Referenced English Syntax Test (CREST);

6) to increase reading achievement in Spanish as indicated by a statistically significant (α= .05) difference between pre-post tests scores on the Interamerican Series Prueba de Lectura;

7) to increase the proportion of students passing the New York State Regents Competency Test in English and Mathematics to 65 percent of students enrolled in the college/career orientation program (bilingual students of grades 10, 11, and 12).

FUNDING

The program draws on six sources of funding: Chapter I and Title VII of the E.S.E.A., New York State Chapter 268, P.S.E.N., Module 5B, and tax-levy monies. Table 6 illustrates funding sources including the number and type of personnel and subject areas offered.

TABLE 6

Funding of the Instructional Component

Subject	Funding Source	Number of Teachers	Number of Paraprofessionals
E.S.L.	Tax Levy	4.2	-
	Chapter I	6.0	5
	P.S.E.N.	2.4	1
	Module 5B	1.0	-
Native Language (Spanish)	Tax Levy	4.4	-
	Chapter I	1.0	-
	P.S.E.N.		1
Mathematics	Tax Levy	0.6	1
	Module 5B	1.8	-
	Chapter 720	1.0	-
Science	Tax Levy	1.0	-
	Chapter 720	1.0	1
	Title VII	-	1
Social Studies	Module 5B	2.0	-
Typing (Bilingual)	Tax Levy	1.0	-

- Four combined sources of funding support 27.4 teaching positions and 10 teacher assistant positions serving the school's bilingual program.
- Tax levy funding is used primarily for English and Spanish instruction, Chapter I is used primarily for English instruction, and Module 5B and Chapter 720 primarily for subject areas taught bilingually.

Table 7 presents the funding sources of the program's non-instructional component. Although the table lists these staff in order to document Title VII funding, tax-levy positions contributed to supervision (content-area and E.S.L. assistant principals) and student support services (guidance and counseling staff).

TABLE 7

Funding of the Non-Instructional Component

Area	Funding Source	Personnel: No. & Title(s)
Administration & Supervision	Title VII	1 Project Director
Supportive Services	Tax Levy	2 Paraprofessionals
	Title VII	1 Paraprofessional
	Chapter 720	1 Paraprofessional
Staff Development	Title VII	1 Project Director
	Title VII	1 Consultant (part-time)
Parental & Community Involvement	Tax Levy	2 Family Assistants
Secretarial Services	Title VII	1 Bilingual Secretary

- Title VII funds the non-instructional areas typically supported by this source.
- Two family assistants and two paraprofessionals, positions typically supported by Title VII, are supported by tax-levy and Chapter 720 money.
- Title VII funds support one professional and two paraprofessional full-time positions, and one education consultant for 25 days.

The reported allocation of funds meets the requirements of the funding and fiscal agents. Financial reports are submitted to the various agencies separately.

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT, PROGRAMMING, AND TRANSITION

The project attempts to identify those students who require bilingual services when they enroll in the school. A series of placement tests and interviews are administered to potential candidates. Students who fall below the twenty-first percentile on the Language Assessment Battery (LAB) in English and who attain an acceptable score on the Spanish reading test, La Prueba de Lectura, and have not been served previously by Title VII are admitted to the project. The guidance counselor's and teachers' recommendations, as well as parents' and students' own preferences, are taken into account in the selection process.

The project presently serves Spanish-dominant students; students dominant in French/Creole, Urdu, and Oriental languages, who are enrolled in the school in relatively small numbers, are provided with E.S.L. instruction and are assigned to content-area courses in the mainstream.

Students' programs are assembled by the bilingual guidance counselor on the basis of placement tests, recommendations by the bilingual faculty, and the school system's graduation requirements. The student's academic record and course availability are also taken into account. Programs are fairly uniform at each grade level. Departures from this pattern result from individual abilities; for example, a student may need remedial work in math, or may be advanced in math beyond the sequence generally taken at his or her grade level. Fifty students who participate in a drop-out prevention program are programmed

for high school equivalency preparation classes. These programs consist of four class periods per day, including two E.S.L., one mathematics, and one Spanish class. (These classes are complemented by career orientation and supportive services.) Table 8 presents typical programs for four students of varied English proficiency, including an elementary level G.E.D. student.

Tracking takes place in language courses and in social studies. Due to the considerable volume of reading required in social studies courses, two versions of some of these classes are offered: assignment to these tracks is based on individual native language reading proficiency, overall academic performance, and attendance. The student's educational objectives are also considered: tracks are designed to meet the needs of academically- or vocationally-oriented students. It is expected that academically-oriented students will make the transition to a full English program more rapidly.

MAINSTREAMING

The bilingual project's goal is to mainstream students fully as soon as their linguistic proficiency permits effective participation in English-language courses. The criteria applied for full mainstreaming include: a LAB score in English above the twenty-first percentile; recommendation by the bilingual staff and guidance counselor; successful performance in one or more mainstream classes; and student and parental approval. The number of years that a student has lived in the United States is also considered: if after five or six years students are still attending bilingual classes, their records are carefully examined.

TABLE 8

Typical Programs for Students of
Varied English Proficiency Levels

G.E.D.	Intermediate	Advanced/Transitional	Mainstreamed
English	E.S.L. 2	Oral Com. E.S.L.	English 7 (modified)
E.S.L.	E.S.L. 2	Writing E.S.L.	Remedial Writing
Spanish	E.S.L. Reading	Spanish U10	Commercial Spanish 2
Math	Spanish U4	Elem. Algebra (Bil.)	Fund. Math D
	Fund. Math B (Bil.)	Biology 2 (Bil.)	Human Biology 2
	Gen. Science 2 (Bil.)	Global History (Bil.)	Economics (Modified)
	Physical Education	Swimming	Football

•As students advance in their English proficiency, the number of E.S.L. courses decreases, and the number of courses taught bilingually and the use of English in these courses increases. The mainstreamed student's program is all English, except for one course in Spanish (vocationally-related).

Students are partially mainstreamed before a full transition is attempted. In the fall, there were approximately 95 instances of program student enrollment in mainstream classes. This increased to 236 in the spring. Some of these classes were advanced courses such as American studies, not available in the bilingual program; students are assigned to these courses at the discretion of the guidance counselor. In addition, all program students took physical education in the mainstream.

Transition to greater English usage in bilingually-taught courses was particularly emphasized by the program administration. This is achieved by a vocabulary translation approach, the use of some English for lectures, and more assignments of English reading and writing, with higher levels of difficulty as students progress. However, teachers use whichever approach they consider appropriate. Science teachers, in particular, translate curriculum and tests used by the department and present material in Spanish with English translations.

Once students complete the E.S.L. sequence, they are fully mainstreamed. When students exit the program they are eligible to use the services of the bilingual resource center, to receive bilingual guidance, and to take part in the project's extracurricular activities.

INSTRUCTION OFFERINGS

Table 9 presents the four levels of E.S.L. offered to all bilingual program students during the fall and spring semesters.

During the spring semester, a member of the evaluation team observed an E.S.L. 4 class in which 20 students were present. Student placement was reportedly the result of proficiency level. This appeared to be true: at least half the group participated actively in a discussion in English. The teacher worked with the whole group by reading a biographical story (from Turning Point), asking students to read aloud, and questioning and discussing as the reading proceeded. Through this teaching mode, and by explaining vocabulary with definitions, examples, and paraphrasing

TABLE 9

Instruction in English as a Second Language and English Reading

Courses	Number of Classes Fall	Number of Classes Spring	Average Class Reg. Fall	Average Class Reg. Spring	Description	Curriculum or Materials in Use
E.S.L. 1	9	7	23	23	Beginning	English for A Changing World
E.S.L. 2	9	8	20	20	Intermediate	English for A Changing World
E.S.L. 3	7	7	18	18	Intermediate	Journey To Fame
E.S.L. 4	4	3	25	25	Advanced	Turning Point

- Four levels of E.S.L. are offered with seven to nine classes available at the first three levels and three to four classes available at the last level.
- Class register average is 21 students.
- Ten weekly class periods (45 minutes each) are offered to students at all levels.
- Curriculum and materials in classroom use are commercially-developed.
- Program students are dispersed throughout these classes which are available to all bilingual program students. Most of the Title VII program students are enrolled in the intermediate level courses.

the teacher presented the reading clearly and frequently assessed student understanding. Although only about half the students were actively participating, students who did not understand would request further clarification which was provided. The teacher assistant supervised two students who were taking make-up tests and helped to distribute papers.

English was the planned language of instruction. The teacher used English almost exclusively except on three occasions to translate unfamiliar vocabulary into Spanish. During the first ten minutes of the class, it appeared that students were attempting to impose Spanish by asking and answering questions in that language. The teacher, however, managed to establish English as the language for teacher-student exchanges, but students continued to use Spanish among themselves. The classroom climate was relatively quiet; five minutes after the period began, the class was orderly and the teacher was in control.

Table 10 presents native language (Spanish) courses offered to all students in the bilingual program by the foreign languages department during the fall and spring semesters. Course levels range from basic literacy for students who are illiterate in their native language, to vocationally-related Spanish, to advanced levels of literature and drama.

TABLE 10

Instruction in the Native Language

Course	Number of Classes Fall	Number of Classes Spring	Average Class Reg. Fall	Average Class Reg. Spring
Spanish for Native Speakers				
LSU 3	5	5	32	35
LSU 4	4	4	30	34
LSU 5	3	3	30	34
LSU 6	4	4	34	32
Latin American Literature	2	2	35	35
Spanish Literature	2	2	28	34
Spanish Drama	1	1	34	35
Commercial Spanish	2	2	30	30
Health Careers	1	1	30	37

- Four levels of Spanish are offered with three to five classes at each level available to native speakers. Two literature courses, two vocational Spanish courses, and a drama course are available to more advanced students.
- Class register average is 32 students in the fall and 34 students in the spring.
- Five class periods (45 minutes each) weekly are offered to all level students.
- Program students are dispersed throughout these classes which are available to all bilingual program students, and the advanced classes are available to mainstream students as well.

During the spring semester, a member of the evaluation team observed a 40-minute Spanish class in which 29 students were present. Classroom facilities were appropriate as were the blackboards, rexographs, and workbooks in use. The lesson topic was written on the blackboard: "el imperfecto del subjuntivo",* and the teacher presented sentences in the present subjunctive to be changed to the past tense. He continually pointed out what they were doing and why. He questioned students frequently to verify understanding and concluded the lesson by asking all students to work out a written exercise on the blackboard individually. More than half the class was participating orally and all had to perform in writing. Except for a minor disruption caused by a messenger who entered the room, all class time was spent in instructional activities. The teacher and students used Spanish consistently for all functions. There was no teacher assistant assigned to this class.

Students of low literacy in their native language were assigned to one teacher during 1982-83. The teacher was a native speaker of Spanish and certified to teach E.S.L. In her opinion, "these students have most difficulty in reading mechanisms. They cannot decode. If I were to teach the course again, I would use a phonetic approach [to teach reading] which I did not use this year." She considers special training essential in order to teach reading to these low literacy young adults, and feels it is important to have more contact with their parents in order to keep them better informed about their children's educational progress.

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*The past subjunctive.

Table 11 presents the content-area courses taught bilingually. Program students were integrated with non-Title VII bilingual program students in these courses. All materials in use corresponded to the mainstream curriculum and were appropriate to students' reading levels.

There is no explicit language policy for instruction in bilingually-taught courses. Language use depends on teachers' preference or judgment of students' needs. The director reports that language use may fluctuate from virtually no English (if teachers fear that students would miss content), through constant translation of presented materials, to a balanced combination of English and Spanish. However, he emphasized the increased use of English in bilingually-taught classes during the 1982-83 school year.

A member of the evaluation team visited two science classes; general science II and biology II. In each class students were taking final examinations (teacher translations of the uniform department-developed test). Both teachers stated that they use translations of Board of Education curriculum and use mostly Spanish for instruction.

The quality of interaction between teachers, program staff, and students is an important feature of the instructional program. Many professional and paraprofessional staff members are Hispanic and often interact with students in Spanish. Students' culture is therefore reinforced in and out of the classroom. Teachers and staff are said to relate to students very personally and to assume responsibilities, such as academic, personal, and vocational orientation, beyond those required. They have concentrated heavily in the development of study skills and

TABLE 11

Bilingual Instruction in Subject Areas

Fall Courses	Number of Classes	Average Register	% of Class Time Spanish is Used	Paraprofessional Assistance (Y/N)	% of Materials in Native Language
Fundamental Math "B"	1	30	50	Yes	50
Fundamental "C"	2	30	50	Yes	50
Algebra "A"	2	30	50	Yes	50
Fund. Math D BL	1	10	50	Yes	50
Fund. Math A BL	3	34	50	Yes	50
G.E.D. Math	1	25	100	Yes	100
General Science 1 B	1	35	50	No	50
General Science 1 B	1	29	50	No	50
General Science 1 B	1	27	50	Yes	50
General Science 1 B	1	30	50	No	50
General Science 1 B	1	25	50	No	50
Global History 2 B	3	36	100	Yes	100
Global History 3 B	2	28	80	Yes	80
Typewriting BL1	3	35	50	No	0
Typewriting BL2	1	34	50	No	0

- Bilingual instruction in the content areas consisted of six math, five science, two social studies, and two typing courses in the fall.
- Basic introductory courses predominated in the fall offerings.
- The average fall register was 29 students per class.
- All teachers of subject areas taught bilingually reported to use Spanish 50 percent of class time(five 45-minute periods weekly), except the social studies teachers who reported to use Spanish 100 percent of the time in one course and 80 percent in another.

TABLE 11 (Cont'd.)

Bilingual Instruction in Subject Areas

Spring Courses	Number of Classes	Average Register	% of Class Time Spanish is Used	Paraprofessional Assistance (Y/N)	% of Materials in Native Language
Fundamental Math "B"	3	30	50	Yes	50
Algebra "A"	2	25	50	Yes	50
Fundamental Math A BL	3	36	50	Yes	50
Fundamental Math D BL	2	20	50	Yes	50
General Science 2 B	1	27	50	Yes	50
General Science 2 B	1	25	50	No	50
General Science 2 B	1	26	50	No	50
General Science 2 B	1	35	50	Yes	50
General Science 2 B	1	26	50	Yes	50
Global History 3 B	3	23	100	Yes	20
Global History 2 B	2	23	80	Yes	100
Typewriting BL 1	2	36	50	No	0
Typewriting BL 2	2	27	50	No	0

- In the spring, four math, five science, two social studies, and two typing courses were offered.
- Basic introductory courses also predominated in the soring course offerings.
- Spring classes had an average register of 28 students.
- Program students were integrated with non-Title VII bilingual students in both fall and spring classes. Most of the classes had paraprofessional assistants; at least 50 percent of the materials used reportedly were in the native language, corresponded to mainstream curriculum, and were appropriate to students' reading levels.

have prepared "how-to" sheets entitled "Recetas para su éxito" (recipes for your success). Teachers and staff seem to be constantly engaged in attempts to raise students' motivation to learn and progress through the grades.

In general, the program has met to a great extent its goal of providing a viable bilingual instructional program to a traditionally by-passed student population.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM DEVELOPMENT

The program adapted the school system's curricula in addition to commercially-developed materials. Teachers, assisted by a program consultant, adapted a lesson planning guide to help teachers incorporate "career infusion" in content-area courses. Texts, teacher guides, and other materials developed by the Office of Bilingual Education have been a major resource. Curriculum development per se was not a program objective.

SUPPORTIVE SERVICES

A bilingual guidance counselor and bilingual grade advisor, both supported with tax-levy monies, provided support services to participating students. These staff members work with students to facilitate cultural adaptation; their premise is that newcomers' inability to understand and adjust to the demands of an unfamiliar cultural setting inhibits learning. In an interview with a member of the evaluation team, the guidance counselors indicated that their limited time was spent mainly on academic advisement, generally resulting from review of student records or teacher referrals. However, students come to the office whenever they are in need. Students also receive personal counseling to help them adjust to a complex school system and metropolitan city life; those who have had little schooling before were most in need -- both academically and emotionally. Those who have been schooled are used to authoritarian systems of discipline and need time to adjust to a more permissive setting.

Students also receive individual and group guidance, and career counseling. A New York State Employment Service counselor, a school employment counselor, and representatives from community colleges were invited to speak to students about career opportunities and what they must do to secure them. Only the school counselor and family assistant meet with students individually. The director, who also counsels students informally, was instrumental in placing 15 students in summer camp programs which train students in summer camp work and pay them for their services.

One of the full-time family assistants, whose position was supported by tax-levy funds, makes home visits to advise parents when students are failing courses, to discuss absenteeism, chronic truancy, or students' decisions to drop out of school. She stated emphatically, "Les doy las quejas."* She makes special efforts to visit homes when phone contact is not possible, when a student has been out of school due to extended illness, or when problems in the home appear to be affecting a student's academic performance. Staff members may phone or write parents with information about program activities, or to discuss students' academic progress, attendance, or discipline. Both family assistants make some 30 to 50 calls each month to students' homes; telephone contact tends to be more frequent when report cards are issued, at which time parents often initiate calls which may occur in the evening hours.

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*"I complain to them."

The project utilizes outside resources to widen the scope of supportive services. The Medical Center at Columbia Presbyterian Hospital is used for referrals of physical or psychological problems and student pregnancies. Charles Evans Hughes High School Testing Center is used for testing high school equivalency program students. Hostos Community College resources are used for career and academic orientation. Linkage with this college has been established to facilitate admission of program graduates in the future.

The director believes that the project provides much more than the school would be able to do in its absence. However, it cannot satisfy many of the students' needs due to limited resources. Students are said occasionally to leave the program (and school) due to financial need. The program has not been able to establish a link with potential part-time employers in order to alleviate this condition. It has, however, placed great emphasis on promoting student awareness of careers and what they need to pursue them.

An outstanding feature of the support services component continues to be the personal attention to students and the congruence of language and culture of students and staff. Asked how she thought she could reach program students, the family assistant responded, "I deal with them like my own kids. I talk to them with my face, with my hands, and with my heart." She spoke with them in Spanish -- their own language. This individualized personal attention has contributed to a great extent to the program's achievement in promoting "positive attitudes among students toward themselves, school, and education..." as proposed. Appendix

B presents a summary of the support services offered by the program.

STAFF DEVELOPMENT

One program goal was the ongoing development of the staff's qualifications to serve underprepared LEP students. An initial organizational meeting was held for the entire staff and administration in the fall. Monthly department meetings were attended by both professional and paraprofessional staff members; teachers also attended semi-annual school faculty meetings. A project consultant conducted individualized training sessions for content-area teachers three times during the year, to help teachers integrate career infusion activities with all areas of the curriculum. The consultant followed up the sessions by making observations of teacher performance in the classrooms and providing feedback. The director held several meetings throughout the year in which program implementation strategies were discussed with teachers and school administrators.

Appendix C lists staff development activities in and outside school which took place during 1982-83, as well as university courses attended by program staff. (Tuition was provided by the school system's Career Ladder Program, since Title VII funds did not support university enrollment.)

PARENTAL AND COMMUNITY INVOLVEMENT

In 1982-83, the bilingual project sponsored a parent-student advisory committee whose members included four parents, three students, two teachers, and the project director. The committee met eight times

during the school year to follow and offer advice on program implementation. Parents were encouraged to take part in the school's Saturday morning adult education program which included E.S.L., United States history and culture, and a general equivalency diploma program offered in Spanish. An average of 25 parents attended the classes in the fall and 20 parents attended in the spring. At present, one teacher runs the adult education program, and a Spanish assistant aids in recruitment.

Program parents also participated in school-wide activities. All of the school P.T.A. member are Hispanic; the vast majority of the members are parents of bilingual program students. They took part in activities such as open school day, Pan American Day Assembly, Puerto Rican Discovery Day celebration, Dominican Independence Day celebration, and attended events in which their children presented literary works or dramas.

Parents have initiated meetings with the principal through the program advisory committee or the school P.T.A. whenever they felt that the program had special needs. During the program's operation, they were able to secure more space for the program, and more police security around the school during opening and closing hours.

An average of five parents contact the bilingual office each day. The project encourages parental participation through phone calls home visits, mailings, and distributing a newsletter. The project has been able to meet its goal of promoting "posicive attitudes....among parents toward their children, school, and education" to a moderate extent. It has successfully attracted a small proportion of the students'

parents to the school to encourage involvement in their children's education. Viewed relative to other bilingual high school programs in the city, the program at Washington has been highly successful since it has assisted parents in forming active parental organizations.

Parental involvement in school events was adversely affected by several factors. Security problems discouraged many people from attending school functions in the evening. Financial problems, child-care responsibilities, and employment schedules, also affected participation. A further impediment was parents' assumption, based on experience in their native country, that education as the sole responsibility of the school. Even though Spanish was spoken by program staff, some parents still felt somewhat alienated from the school. However, most were very responsive when individually called to come to school for special reasons. Most staff and teachers interviewed agree that with greater resources to reach out and train parents, the program could be significantly more effective in involving parents in their children's education.

ATTITUDINAL INDICATORS

Students' attendance was quite high throughout the school year, and in general exceeded that of the student body as a whole. Staff members stated that truancy is less prevalent in the bilingual program than in the mainstream.

Nearly one-third of the bilingual population took part in extracurricular activities, including basketball, swimming and track, as well as the Spanish and international bilingual clubs. Some signed up for a summer sports camp program run by head coaches, including the program director, from different high schools and colleges in the city.

Students' achievement of honors further reflects the program's impact. In 1982-83, 55 bilingual students received honor roll certificates. Several students participated in the Spanish literature contest and won awards.

Approximately half the bilingual students held after-school jobs and about 75 had summer jobs. Drug and alcohol abuse were not apparent problems; neither was gang membership. Staff reported that program students are the least suspended in number, despite the fact that the bilingual program is the largest program in the school. Suspension rates were observed by the staff to increase as length of residence in the United States increases. During the previous year, the dean described the process as one of acculturation of criminal activity in the community, one in which there are progressively increasing infractions. There are similar reports of this pattern observed in other programs in the city.

Participants project a positive attitude toward the program. They were not hesitant to visit the program office to seek help in academic, school-related, or personal matters. In interviews with a member of the evaluation team, students showed a clear identification with the program which they called "ours."

Data were collected on reasons for leaving the program during 1982-83 and are presented in Table 12. The percentage of students dropping out was quite low.

TABLE 12

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Fully mainstreamed	0	0	1	0	1
Discharged or transferred to alternative program	1	7	8	0	16
Transferred to another school	2	1	2	1	6
Returned to native country	3	3	2	0	8
Discharged (Job)	0	3	1	0	4
Discharged (Reason Unknown)	0	1	0	1	2
Truant	3	8	1	0	12
Passed High School Equivalency	1	0	11	0	12
Other	0	1	1	0	2
TOTAL	10	24	27	2	63

VI. FINDINGS

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

ACQUISITION OF ENGLISH SYNTAX

The assessment instrument utilized for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre-test and post-test are calculated to represent the gain score, and an index which represents the number of objectives mastered per month is computed. However, since the levels are not equated vertically, it is impossible to measure gains for students who change levels. Extensive information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The program's evaluation design called for a gain of 10 CREST objectives for the majority of students in each of the three program components

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*Board of Education of the City of New York, Division of High Schools, 1978.

-- dropout prevention, high school equivalency, and college/career orientation. For purposes of clarity and coherence of analysis, all program students have been pooled. A gain of one CREST objective per month of attendance has been adopted as a criterion, as this permits the students' attendance to be considered in a design which is generally employed for the evaluation of Title VII projects. This allows evaluation of the group rather than of individual students.

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 13 presents the test results for all students who were pre- and post-tested with the same test level during each semester. Complete CREST data were available for 47 students in the fall term and 61 students in the spring term, 39 percent and 50 percent of E.S.L. students, respectively.

Examination of Table 13 reveals that in the fall, an average of approximately 1.32 CREST objectives per month were mastered by students who were tested on Levels I and II. The rate of mastery for students who were tested on Level III was approximately 1.23 CREST objectives per month. In the spring, students who were tested on Levels I and II mastered an average of 1.71 CREST objectives per month, while students tested on CREST Level III mastered 0.52 objectives per month. When examined across CREST levels, program students thus achieved the criterion gain of one CREST objective per month. The single exception was students tested on Level III during the spring term.

TABLE 13

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	27	11.59	16.34	4.44	3.58	1.40
II	10	9.90	13.70	3.80	3.10	1.24
III	10	6.80	10.40	3.60	2.92	1.23
TOTAL	47	10.21	14.34	4.13	3.34	1.33
			Spring			
I	23	10.09	15.22	5.13	2.81	1.81
II	25	9.96	14.88	4.92	3.11	1.61
III	13	8.46	10.46	2.00	3.82	0.52
TOTAL	61	9.69	14.07	4.38	3.15	1.45

*Post-test minus pre-test.

A lack of available information prevented a comparison of the high school equivalency or dropout prevention program students (G.E.D.) with the academic program students as stated in the evaluation objectives. Of the 16 students participating in the G.E.D. group, only one case contained sufficient information, rendering any comparative analysis meaningless.

Another instrument used to measure gains in reading and writing in English was the New York City Reading Test, actually two standardized tests which have been renormed for use with students from the New York City public schools. The evaluation of English language reading and comprehension skills with this instrument is not presented due to insufficient data for each of the four grades.

NATIVE LANGUAGE READING AND COMPREHENSION

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura, Level 3, Forms A and B. The Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates. The purpose of the series is to evaluate achievement in English and in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures.

The Prueba de Lectura, Forms A and B levels correspond to the following grades:

Level	Grades
1	1-2
2	2-3
3	4-6
4	7-9
5	10-12

However, the publishers recommend that local norms be developed for the tests. Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

Level 3 of the Prueba de Lectura was administered in the fall and again in the spring. The results are presented in Table 14. Data for both tests were available for 117 program students (50.21 percent of the total). The program proposed that students receiving a full year of instruction would increase their performance on the appropriate level of

the Prueba de Lectura at the 0.05 level of statistical significance. Statistical significance was determined through the application of the correlated t-test model to demonstrate whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone.

Another index of improvement, the effect size (E.S.) was computed by dividing the mean differences by the pooled within standard deviation. This provides an index of improvement in standard deviation units regardless of the sample size and a change of 0.5 standard deviations or higher is generally considered to be a meaningful change.

Test score gains on the Prueba de Lectura for the total population were of substantial statistical significance and had extremely large effect sizes, meeting the program objective in Spanish reading achievement. Students in grade nine appeared to demonstrate large advances. However, interpretations should be made conservatively due to the small number of valid cases (N=15). The achievement of grade twelve was not presented because the sample size was too small to contribute any meaningful information (N=4).

TABLE 14

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the Prueba de Lectura Level 3 by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Effect Size
9	15	38.60	12.33	59.13	13.88	20.53	0.791	9.25	0.001	2.39
10	55	59.49	16.88	74.87	13.32	15.38	0.661	8.88	0.001	1.20
11	36	58.81	13.86	75.64	8.67	16.83	0.574	8.87	0.001	1.48

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND BUSINESS/VOCATIONAL COURSES

The program proposed that 65 percent of the students enrolled in individualized mathematics classes would pass criterion referenced tests based on skills tested on the G.E.D. examination. Information was provided for achievement in remedial math, fundamental junior math, pre-algebra, and algebra classes. Table 15 presents the passing rates for program students enrolled in mathematics courses by grade. For both the fall and spring, approximately three-fourths of all math students exceeded the program objective: the overall passing rates were 74.8 percent in the fall and 76.4 percent in the spring.

Although no other objective relating to content-area performance was proposed, Table 15 also provides passing rates for program students enrolled in science, social studies, and business/vocational courses by grade in the fall and the spring.

The overall passing rates in science courses were 86.1 percent in the fall and 88.0 percent in the spring. Overall passing rates in social studies courses were 64 percent in the fall and 80.2 percent in the spring. Finally, the overall passing rates in business/vocational courses were 94.5 percent in the fall and 96 percent in the spring.

TABLE 15

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects[a]

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Mathematics	19	73.7	61	75.4	44	75.0	3	66.7	127	74.8
Science	14	71.4	46	87.0	37	89.2	4	100	101	86.1
Social Studies	10	50.0	58	60.3	38	68.4	5	100	111	64.0
Business/Vocational	7	71.4	18	100	24	95.8	6	100	55	94.5
				Spring						
Mathematics	13	53.8	60	81.7	35	77.1	2	50.0	110	76.4
Science	12	58.3	51	88.2	36	97.2	1	100	100	88.0
Social Studies	11	54.5	35	77.1	37	94.6	3	33.3	86	80.2
Business/Vocational	14	50.0	44	84.1	37	94.6	4	75.0	99	96.0

[a]Mathematics courses include remedial math, fundamental/junior math, pre-algebra, and algebra. Science courses include general science. Social studies courses include world/global history, American history, and "other." Business/vocational courses include typing, secretarial studies, office machines, accounting, and "other" business electives.

G.E.D./DROPOUT PREVENTION PROGRAM

Thirty-four students were discharged from the G.E.D./Dropout Prevention Program in the spring of 1983. The reasons for discharge were evaluated in accordance with the proposed objective that an estimated 65 percent of all students enrolled in the high school equivalency preparation classes pass the High School Equivalency Examination in English or Spanish and receive a G.E.D. diploma. According to information provided by the project director, 53 percent (n=18) of the students received their G.E.D. diploma. The other G.E.D. students were discharged as the result of: transferring to other programs (9 percent); becoming employed (21 percent); or having other reasons (18 percent).

OTHER FINDINGS

Objective seven stated that an estimated 65 percent of the students enrolled in the college/career orientation program (tenth-, eleventh-, and twelfth-grade bilingual students) would be able to pass the New York State Regents Competency Test (R.C.T.) in English (reading and writing) and mathematics and receive a regular high school diploma. As not all have taken the R.C.T. yet, this objective cannot be assessed. Objective two stated that an estimated 50 percent of the students participating in the drop-out prevention program would become "mainstreamable" into either the bilingual or the regular programs at George Washington High School.

STUDENT ATTENDANCE

Although the program did not propose a specific objective in this area, the average total attendance rate of program students (n=233) is presented and compared with the school-wide attendance (n=2,186) in Table 16. Since the attendance rate for program students was included in the school-wide attendance rate, a special procedure was used in computing the usual statistical test for a significant difference between two proportions.

On the average, the attendance rate for program students was found to be 18.46 percentage points higher than the average school-wide attendance rate. This difference is statistically significant at the .001 level.

TABLE 16

Attendance Percentages of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
9	26	92.69	6.53
10	73	93.34	6.86
11	47	92.30	5.50
12	6	96.67	2.94
TOTAL	152	93.04	6.31

Significance of the Difference Between the Attendance Percentage Program Students and the Attendance Percentage of the School

Number of Students	School Register	Program Attendance	School Attendance Rate	Q[a]	z[a]	Significance
152	2,931	93.04	74.58	25.42	5.23	.001

[a]The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p = program attendance;
P = school attendance rate;
Q = (1-P) = the residual of p; and
n = the number of program students.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In the second and final year of the program, the goals and objectives of Project BACOP were found to be sensibly and realistically formulated, given its existing capacity and achievements. The program was largely successful in its delivery of services and in meeting its yearly objectives. It was moderately successful in meeting its goals. The program is attempting to address the problems that arise in an inner-city school with a high concentration of Spanish-speaking students who are of low literacy in their native language, ill-prepared academically, and maintain very close ties with their countries of origin (including frequent travel to and from). In addition, the present population exhibits greater academic, linguistic, and psychological needs than did students in the past. These problems are exacerbated by "street" values -- values that are generally unfavorable to school discipline and behavior -- acquired by living in the inner city. The BACOP program not only addressed these needs but also focused on career awareness and the relationship between education and future employment. Through these latter efforts, the program has been able to discourage students from dropping out.

Instructionally, the program has offered a limited range of academic options. It has attempted to accommodate students of varied levels of native language and English proficiency. The instruction of low literacy students in the native language is an area which has been addressed, yet needs additional attention. The needs of these

students require special instruction; for this, the existing faculty must receive special training. On the other hand, one of the outstanding features of the instructional component has been the degree to which career aware-ness has been infused in the curricular offerings.

The gradual mainstreaming philosophy set as a goal has been achieved to a moderate extent without an explicitly stated policy outlining the approach to reach this end. Teachers determined the use of the two languages for instruction following the director's general guidelines of increasing the use of English gradually. Mainstreaming, even when partial, resulted in more integration of program and mainstream students and, necessarily, in more communication between program and non-program faculty.

Program organization and staff characteristics have been highlighted as features related to program success. Organizationally, the tendency has been to move in the direction of more centralized decision-making by appointing the director as acting assistant principal of foreign languages. The staff's interest in and commitment to the students they serve and their extensive experience were considered by participants to be contributing factors to program achievements. The school administration's commitment to the program was indicated by progressively supporting positions originally created with Title VII funds.

Other outstanding program features are the non-instructional services which the staff has been able to offer, beyond the school's capacity. Guidance services have progressively included more personal

counseling, in response to overwhelming student need. These services were offered extensively by program and school staff; yet there continue to be reports that the need surpasses the provisions made. The program has established contact with homes, with colleges, and with service agencies to a much greater extent than the school itself might have been able to do. It has also attracted parents to school by adult education classes and activities related to their native cultures.

All in all, Project BACOP was found to be in healthy condition. The progress made in organization, staffing and staff relations, curriculum, instruction, and supportive services has enabled the program to achieve to a great extent its formulated objectives and to a moderate extent its initial goals. This achievement merits the school's consideration for program continuation and further improvement.

RECOMMENDATIONS

1. Given a school context in which students are predominantly low-income Hispanics who use their native language for all communication, the program might consider using its resources and those of the school to maximize students' socialization with non-Hispanic peoples to increase their use of English. One way this may be accomplished is through extracurricular activities. Reportedly, the school is known for its sports facilities and the possibilities it offers for summer employment. To the extent possible, the program might ensure that students engaged in such activities use English only and are integrated with English-speaking students and adults. The program might also organize trips to museums, theaters, and visits to private industry where students must interact

with English-speaking people.

To counteract the effects of the high concentration of one linguistic group through academically-related activities, the program might also consider a tutorial program in which English-speaking college students interested in learning Spanish would tutor small groups of program students in English and subject areas. In exchange, students might interact with these tutors in Spanish for a period of time after tutoring sessions are completed.

Another possibility might be to form a Language Policy Committee composed of bilingual, native language, and E.S.L. faculty, administrators, and technical assistants to explore the advantages of an explicit language policy to guide the use of Spanish and English for bilingual instruction, to enhance conceptual (academic) development through E.S.L. instruction, and to coordinate native and second language instruction. The policy would need to focus on the maximal development of English for all students. If an explicit policy is agreed upon and formulated, it would have to be strictly implemented and monitored to assess its effects.

2. To achieve a greater fit between students' linguistic and academic characteristics and instructional offerings, the program might consider providing a curriculum differentiated by language skills, generally related to academic performance. The program appears to have three major types of students based on native language ability and another group distinguished by its high potential for dropping out of school. Program students and instructional programs might be classified as follows:

	Student Characteristics	Instructional Offerings
Group A	low literacy in the native language low oral and literacy proficiency in English orally dominant in Spanish	intensive basic Spanish literacy skills intensive E.S.L. with initial emphasis on oral skills and gradual transition to literacy basic content in the subject areas taught in Spanish with gradual introduction of English
Group B	moderate literacy in the native language (one, two, or three years below grade level) varied English proficiency may range from beginning to advanced "average program students" who share characteristics of the majority	intensive Spanish grammar and composition and reading intensive E.S.L. with functional orientation to enhance performance in the subject areas broad range of subject areas taught bilingually with gradual transition to English partial mainstreaming into subject areas for those students who can participate in English taught classes
Group C	on-grade literacy in the native language varied English proficiency may range from beginning to advanced students' acquisition of English reported to be faster than most other students' rate	advanced grammar, composition and literature intensive accelerated E.S.L. with functional orientation to enhance performance in the subject areas broad ranged of subject areas taught bilingually with gradual transition to English partial or full mainstreaming into subject areas for those students who can participate in English taught classes
Group D	varied proficiency in native language and English; generally low in both but always dominant in Spanish may be overage for the grade and/or academically unprepared for the grade in which placed high potential for "dropping out"	a bilingual General Equivalency Diploma program with a vocational awareness component

3. Given the specialized nature of the instructional services necessary to meet students' needs, the program might consider planning a comprehensive teacher training component. Faculty members might specialize in the instruction of a particular group as outlined above. Aside from the particular teacher competencies necessary to serve each group, such as for example, Spanish literacy for the high school age native language speaker, the general goal of the training component might be the simultaneous development of two languages, knowledge and skills development in the subject areas, and development of career awareness.

4. Career infusion activities, which have been integrated with subject-area curricula, might be expanded to permeate other curricular areas such as E.S.L. This integration may serve to further relate the English language skills developed through E.S.L. coursework to the linguistic demands of career-related activities.

5. The tendency to increase program centralization by assigning the director responsibilities in overseeing staffing, curriculum and instruction, and budgeting appears to have had positive results for the program in these areas. In the final year of this Title VII funding cycle, however, the director continued performing these functions without the official status of assistant principal. The school administration might consider the advantages of making the director's position one of assistant principal. The change may be considered for its possible effects in maximizing the quantity and quality of student services,

staff supervision and development, and the administrative integration of a program (that serves 800 students, of which this Title VII program is part) with the school administration. The change might also result in greater program stability and the gradual institutionalization of programs initiated with the financial assistance of Title VII.

VIII. APPENDICES

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APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staff

Function(s)	% Time for each function	Date appt. to each function	Education (degrees)	Certification	License(s)	Total yrs. exp. in education	Yrs. Exp.: Bilingual	Yrs. Exp.: E.S.L.	Years Other Relevant Experience
Project Director	100	9/79	B.A. & M.S. Education	NYS	Spanish DHS	14	3	None	Grade Advisor
Bil. Resource Coord.	100	9/79	B.A., M.A., E.S.L.	NYS	E.S.L.	16	3	23	
Spanish Teacher	100	2/81	B.A. Portuguese & Span.		Common Branches BL	3	6	1	
Common Branches Teacher		9/75	M.A. Span. Lit. & Linguist. M.A. Elementary Education		Spanish DHS	Span. Col.		Elem. Sch.	
Math Teacher	100	9/69	B.A. Ed./BL-M.S. Ed.	NYC	Math/BL Math	13	5	None	Teachers in PR Math
BL Soc. Studies teacher	100	9/75	B.A. Social Studies	NYC	BL Soc. Stud. DHS	10	11	2	
Teacher of Spanish and	40	9/71	B.A. Spanish M.S. BL Span.	NYC					Dean of Girls Pace College Career
Grade Advisor	60	10/78	M.S. Guidance	NYS	Spanish DHS	11	12	1	Adelphi Nat. Org.
Math Teacher	100	9/72	B.A. Education	Rutgers Law School					U.S. Army-Europe/Law
Spanish Teacher			M.S. Education	NYC	Spanish DHS	6	6	1	Clerk Business Promoter
Spanish Teacher	100	10/73	B.A./M.S.	NYC/NYS	Spanish DHS	10	11	None	

APPENDIX A (Cont'd.)

Staff Characteristics: Professional and Paraprofessional Staff

Function(s)	% Time for each function	Date appt. to each function	Education (degrees)	Certification	License(s)	Total yrs. exp. in education	Yrs. Exp.: Bilingual	Yrs. Exp.: E.S.L.	Years Other Relevant Experience
Bilingual Typing	100	9/80	B.A. Education M.A. Education	NYC NYS	ESL & BL Typing Spanish DHS	16	6	1	Pol. Academy Bilingual Coordinator
Science Teacher	100	9/82	B.A. Education	NYC	Spanish DHS	12 (Peru)	2	None	
ESL Teacher	100	2/74	B.A./M.A. Education	NYC	ESL DHS	8		8	
ESL Teacher	100	9/70	B.A. & M.A.	NYC	ESL DHS	12		12	
ESL Teacher	100	9/72	B.A. & M.A.	NYC	S.S. DHS	11		11	Peace Corps.
ESL Teacher	100	9/74	B.A. & M.A.	NYC	English DHS	10		10	
ESL Teacher	100	9/75	B.A. & M.A.	NYC	Physical Ed. DHS	3		2	
ESL Teacher	100	9/70	B.A. & M.A.	NYC	S.S.DHS	3	1	2	
ESL Teacher	100	9/70	B.A. & M.A.	NYC	English DHS	3	1	3	

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APPENDIX A (Cont'd.)

Staff Characteristics: Professional and Paraprofessional Staff

Function(s)	% Time for each function	Date appt. to each function	Education (degrees)	Certification	License(s)	Total yrs. exp. in education	Yrs. Exp.: Bilingual	Yrs. Exp.: E.S.L.	Years Other Relevant Experience
ESL Teacher	100	9/70	B.A. & M.A.	NYC	ESL DHS	11		11	
ESL Teacher	100	9/75	B.A. & M.A.	NYC	ESL DHS			8	
ESL Teacher	100	9/70	B.A. + 90 graduate credits	NYC	ESL DHS	21	3	11	
Family Assistant	100	9/80	High School		Not Applicable	2	2	None	
Education Assistant	100	11/78	High School		Not Applicable	4	4	1	
Education Associate	100	2/75	A.A. Liberal Arts		Not Applicable	7	2	None	
Family Assistant	100	3/80	B.A. Education		Not Applicable	3	2	None	
Bilingual Secretary	100	10/79	A.A. Liberal Arts		School Secretary	None	4	None	

APPENDIX B

Support Services Offered to Program Students (Fall and Spring)

Type of Service Provided	Staff Person(s) Responsible	Frequency of Service offered	Language in which Service Is Offered
COUNSELING			
. Academic	Guidance Counselor	Ongoing	Spanish
. Personal	Grade Advisor	By appointment	
. Career Orientation	College Advisor		
. College Advisement	Project Director		
. Individual	Psychologist		
. Group	Family Assistant	Group counseling was scheduled	
REFERRALS			
. In-School - support team	Guidance Counselor	On an ongoing basis as need arises	Spanish
. Out-of-School - to hospital and medical or psychological treatment			

APPENDIX B (Cont'd.)

Support Services Offered to Program Students (Fall and Spring)

Type of Service Provided	Staff Person(s) Responsible	Frequency of Service offered	Language in which Service Is Offered
FAMILY CONTACTS			
. Home Visits . Telephone . Mail . Program Activities	2 Family Assistants and one Secretary	Ongoing basis	Spanish
. School Activities	Project Director	Scheduled throughout the year	Spanish
PARENT EDUCATION AND TRAINING			
. Classes - E.S.L. and G.E.D.	Parent Trainer	Every Saturday	Spanish and English
Testing for High School Equivalency Diploma	Project Director	Twice a year	Spanish

APPENDIX C

Staff Development Activities:
In-School Activities

Strategy	Description(s), Goals, or Titles	No. and Title of Staff Attending	Speaker or Presenter (if applicable)	Frequency or number of sessions
Department meetings	HL Program Organizational Meeting	Seven teachers, principal, coordinator	Project Director Project Consultants	8 3
	Retreats	Principal & A.P.'s	Project consultants	2
Workshops	Career Infused Curriculum	Individual session with each content-area teacher	Project consultant	3
Other Demonstration lessons, lectures, etc.	Development of Program Objectives, Data Gathering, and Preparation of Materials for Proposal	Coordinator, A.P.'s & Principal	Project consultant	12

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APPENDIX C (Cont'd.)

Outside School Activities

Strategy	Description(s), Goals or Titles	Sponsor/Location	Speaker or Presenter (if applicable)	No. and Titles of Staff Attending
Workshops held outside school	Staff Workshops onthe BESIS and the LAB	Office of Bilingual Education	OBE staff	Project Director
Conferences and symposia	All Day Conference	Office of Bilingual Education	OBE Director, OBE Staff Development Center Director	Project Director

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APPENDIX C (Cont'd.)

University Courses Attended by Staff (Paraprofessional)

Staff	Institution	Objective	Frequency
Secretary	City College	To become a teacher	Four times/week
Education Asst.	City College	To become a teacher	Every day
Education Asst.	City College	To become a teacher	Every day